

CHAPTER I

INTRODUCTION

Chapter I presents some sections. Those are research background, research problem, research objective, scope and limitation, research significance, and definition of key terms. Those sections are presented as follows:

1.1 Research Background

Education 4.0 has achieved popularity in recent years. In education 4.0, students learn together, and the teachers assume the role of facilitators (Hussin, 2018, p.92). Therefore, teachers should use an appropriate approach to facing education 4.0.

In English language learning, one of the approaches that teachers can use is Task-Based Language Teaching (TBLT). TBLT has characteristics learner-centeredness (Ellis, 2009, p.224), and one of the teacher roles is as a facilitator (Willis & Willis, 2007, p.148). Therefore, TBLT suit for facing education 4.0.

Moreover, many researchers proved that TBLT brings a positive impact on students' language competences. Kafipour et al. (2018, p.14) show that TBLT enhances students' writing ability. Chen & Wang (2019, p.129) prove that TBLT helps students to think deep in reading. While Yegani (2017, p.92) confirms that TBLT enhances student's motivation and reduces stress in speaking. Hence, the teachers should not doubt to use the approach.

In Indonesia, many scholars have explored the TBLT at students' side. Yet, there is little research cover the teachers' side. Indeed, researching the teacher side brings a beneficial for teachers, students, and organizations (Borg, 2015, p.8). Thus, the researcher wants to contribute another voice to the growth of TBLT research in Indonesia.

As references, numerous researchers have investigated TBLT from the teachers' perspectives. However, it is too abroad since the research cover many contexts. To cone it, the researcher focuses on Asian countries and puts the latest research as references.

In Indonesia, Pohan (2016, p.256) investigated teachers' perception of TBLT. The subjects consisted of junior, senior, and vocational high school teachers. In brief, teachers had a positive view of the approach. Further, he recommended classroom observation and deep interview for further researchers.

In Vietnam, Pham & Nguyen (2018, p.68) examined teachers' perception of TBLT and its implementation. In sum, teachers had a positive view of the approach. However, there were some challenges perceived by them. Teachers expressed their concern about students' understanding of the task. Also, a teacher admitted his lack of English proficiency influenced him in carrying out an activity.

In China, Liu (2018) investigated 400 Chinese EFL teachers' perceptions of TBLT in higher education. In general, the Chinese EFL teachers had positive views on TBLT. Yet, there were challenges perceived by them. They perceived that the resources of learning did not suit for TBLT. Also, the students had an extrinsic

motive. Moreover, the teachers had a low-level understanding of TBLT, and they admitted that they did not have competences to implement it.

Following the previous research in Asian countries, the researcher wants to investigate the teachers' perception of TBLT in Indonesia. To make it different, the researcher focuses on university teachers. Moreover, rather than using a quantitative approach, the researcher intends to employ a qualitative approach to seek better insight.

Through a qualitative approach, the researcher wants to explore the teachers' experiences in implementing TBLT. To explore the teacher's experiences, the researcher employs a narrative inquiry. Hence, the researcher entitled his research "Teacher Perception on Task-Based Language Teaching: A Narrative Inquiry."

1.2 Research Problem

Under the background, the researcher formulates the research problem into two questions. Those are:

1. How do the teachers perceive TBLT?
2. What are the challenges perceived by the teachers in implementing TBLT?

1.3 Research Objectives

Following the formulated research questions, the researcher floors two research objectives. Those are:

1. To investigate the perceptions that hold by teachers about TBLT.
2. To investigate challenges perceived by the teachers in implementing TBLT.

1.4 Research Significance

Theoretically, the research provides a deep understanding of the teachers' perceptions and challenge in implementing TBLT. Practically, teachers can get a better insight of TBLT implementation in Indonesia. Also, teachers can know the problem and the way how to cope with the problem in implementing the approach. Moreover, further researchers can use the research as references to conduct the same topic but in different ways.

1.5 Scope and Limitation

The scope is the teachers' perception of TBLT. It also covers the challenges perceived by teachers in implementing the approach. The researcher limits the research to 2 General English teachers and 2 ESP teachers of private universities in Malang, East Java.

1.6 Definition of Key Terms

The researcher floors some definitions of key terms. Those are perception, Task-Based Language Teaching (TBLT), and Narrative Inquiry. Those terms are defined as follows:

1. Perception

Rookes (2000, p.1) defines perception as a process involving the recognition and interpretation of stimuli that are registered on human senses. Further, Wood (2015, p.75) defines perception as human's active process to create meaning by selecting, organizing, and interpreting things and other phenomena. Following the

definitions, the researcher sums up the perception is an individual's active process to create meaning by perceiving something through his senses.

2. Task-Based Language Teaching (TBLT)

Bygate (2015, p.1) defines TBLT is an approach in which tasks are seen as essential activities. Hence, the task plays an important role in TBLT. Nunan (2004, p.4) defines task is classroom activities that involves students to focus on meaning rather than language form. Hence, the researcher defines TBLT is meaning-focused approach in which task is an essential part.

3. Narrative Inquiry

Creswell (2012, p.502) defines narrative is a study of a person, gathers data from the experiences, reports the experiences, and discusses the meaning of the experiences. Following the definition, the researcher summarizes narrative inquiry as a study to gather information through other's experiences.

In conclusion, the chapter I contains the motive of the researcher to do his research. For the following chapter, the researcher will present literature reviews related to the research.